

***International Education: U.S. Intervention in Mexico
1914-1916***

For this lesson, teachers should allow one to three days.

I. Content:

I want my students to understand:

- A. The events which led up to President Wilson's decision to get involved in the Mexican Revolution.
- B. The pressure exerted by American business interests on the U.S. government to protect business investments in Mexico and other foreign nations.
- C. The question of conscience which arise when the U.S. intervenes in other nations internal political problems even when that intervention means abandoning our historic principles of fostering democratic institutions in foreign nations.
- D. That substantiating opinion with fact strengthens argumentation.

II. Prerequisites:

In order to fully appreciate this lesson the student must know:

- A. The events which surrounded the acquisition of Hawaii, Samoa, Puerto Rico, and the Virgin Islands.
- B. The impetus to the Spanish-American War.
- C. The influence of the press on the development of popular opinion and foreign policy.
- D. President T. Roosevelt's use of the Monroe Doctrine and his corollary to it.
- E. President Taft's Dollar Diplomacy as a foreign policy process.

III. Instructional Objective:

The student will develop a definition of national interest and defend an opinion concerning U.S. intervention in internal political problems in foreign nations.

IV. Materials and Equipment:

Teacher:

Access to a computer lab, smart board, chalk board, overhead projector and the appropriate writing utensils.

Student:

Access to a computer lab, smart board, chalk board, overhead projector and the appropriate writing utensils

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V. **Instructional Procedure:**

Day One:

- A. Review with the class the historic and fundamental principles that have been the basis of U.S. Foreign policy .
- B. Ask the class: What should the United States do when a change in a foreign government offers the foreign nationals a greater opportunity for democratic principles, civil rights, and economic success, but at the same time disrupts private U.S. business investments in that nation?
- C. After a brief class discussion, have the class divide themselves into two groups:
 1. Those who say that the U.S. should support the new government or at least not intervene.
 2. Those who believe that the U.S. should intervene to protect private U.S. business interests.
- D. Give each group thirty minutes to develop their reasoning. Encourage them to prepare cogent, well-articulated arguments with specific historical examples or plausible cause and effect hypotheses. Have them predict the other sides arguments and plan a strategy to refute each. You may want to use a form for the teams to use to chart their ideas. See Appendix 1.
- E. Then have a tag team debate or argument.

Tag Team Debate

Each side chooses it's first speaker. The speakers put forward a point-of-view. Whenever you say switch the speaker needs to tag another member from his team to continue the debate. You may tell the teams that each member must speak once before any member can speak for a second time.

- F. When you feel both sides have exhausted their arguments, call time out, give each team a couple of minutes (not more than five) to prepare it's final remarks.
- G. Have whichever team started second before, go first.
- H. Ask the class if anyone changed his mind or if they thought one group was more convincing.
- I. Then tell the students that they are to create parallel time lines: one of the important events which took place in Mexico from the time of the overthrow/abdication of Porfirio Diaz in 1910 to early 1917 and one of U.S. interventions through early 1917.

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Day Two:

- A. Go to the computer lab so that the students can research and create their time lines.
- B. Return to the classroom and construct the time lines on the board. See Appendix 2.
- C. Give the students a chance to ask questions or to make comments.
- D. Have the class read about the Tampico action, the capture of Veracruz, and U.S. relations with Pancho Villa in their texts. This may be assigned as homework.

Day Three:

- A. Ask the class: Do they agree (if based on their previous debate) with the decisions that President Wilson made?
- B. Discuss the major decisions and evaluate them in terms of traditional U.S. foreign policy goals.
- C. Assign an essay in which each student must either defend or attack the actions taken by Wilson.

VI. Assessment/Evaluation:

- A. The essay
- B. Test questions

VII. Idaho Achievement Standards:

- 9-12.USHS.1.4.3 Analyze the political and social responses to industrialization.
- 9-12.USHS.1.5.1 Describe the factors that contributed to the expansion of the United States.
- 9-12.USHS.2.3.1 Analyze how scientific and technological innovations have shaped migration and settlement patterns in the modern United States.
- 9-12.USHS.4.3.2 Provide and evaluate examples of social and political leadership in American history.
- 9-12.USHS.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.
- 9-12.USHS.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World

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Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America.

VIII. Follow Up activities:

- A. Reprise this activity when the changes in foreign policy goals brought about by the Cold War and the containment policy are being studied.
- B. Have students postulate about whether or not the Zimmerman note would have been sent if the U.S. had acted differently in 1912-17.
- C. Look at current foreign policy decisions in terms of this debate.

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Appendix 1

<u>Reasons</u>	<u>Evidence or Explanation</u>
1. _____	A. _____ B. _____ C. _____
2. _____	A. _____ B. _____ C. _____
3. _____	A. _____ B. _____ C. _____
4. _____	A. _____ B. _____ C. _____
5. _____	A. _____ B. _____ C. _____
Opposition:	
1. _____	A. _____ B. _____ C. _____
2. _____	A. _____ B. _____ C. _____
3. _____	A. _____ B. _____ C. _____
4. _____	A. _____ B. _____ C. _____

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Appendix 2

Sample Time Line

1875-1910	Porfirio Diaz, Mexican dictator who had encouraged American business which invested more than one billion by 1910.
1910	Francisco Madero -seizes control and promises democratic reform; frightened U.S. business by threatening their Mexican investments.
1913	Madero deposed by reactionary General Victoriano Huerta; U.S. ambassador approves overthrow. Huerta's men kill Madero.
1913	Pres... Taft was prepared to recognize Huerta who promised to be receptive to American investments.
1913	After his inauguration, President Wilson says he will not deal with "a government of butchers." Hearst and other investors pressure Wilson to change his mind.
1914 April	Huerta's army officers arrest U.S. sailors from the USS Dolphin in Tampico, Mexico. Huerta immediately releases them but refuses the US demand to fire a 21 gun salute to the US flag and AS admiral.
1914	Wilson arms Venustiano Carranza who combines forces with Francisco "Pancho" Villa, Emiliano Zapata, and Alvaro Obregon in an attempt to overthrow Huerta.
1914	Wilson asks Congress for permission to use force, but before Congress can act, Wilson sends all available naval forces into Mexican waters.
1914	Wilson orders the US Navy to seize Veracruz, Mexico, in order to prevent a German ship from landing and arming Huerta. 126 Mexicans and 19 US are casualties.
1914	Both Huerta and Carranza protest US action.
1914 Aug.	Carranza captures Mexico City and Huerta flees. Carranza refuses to accept US guidelines for creating a new government.
1914 Fall	Wilson considers arming Pancho Villa who is now opposing Carranza, but Villa's position deteriorates.
1915 Oct.	Wilson gives preliminary recognition to Carranza.
1916 Jan.	Villa retaliates against what he sees as a US betrayal; he seizes 16 Americans from a train and kills them.
1916 March	Villa crosses border into New Mexico and kills 19 additional Americans.
1916 March	Wilson receives permission from Carranza to send Gen.. John J. Pershing with an A.E.F. across the border to pursue Villa.
1916 Spring	Pershing penetrates 300 miles into Mexico, fails to engage Villa, but clashes with Carranza's troops killing 40 Mexicans and losing 12 US troops.
Spring 1916	US and Mexico ready to declare war but Wilson agreed to refer dispute to an international commission.
Nov. 1916- Mar. 1917	Commission reaches no solution, but Wilson begins removing troops.
1917 March	U.S. recognizes Carranza government.